



Partnership Learning

Behaviour Policy

Approved by: Joe Wilson **Date:** 14.06.21

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Next review due by: 2024

INTRODUCTION

At James Cambell Primary School, we have high expectations and standards of behaviour which are essential for us to achieve our vision of being a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between adult and child based on trust, respect and an ethos of mutual care and consideration. We follow a Restorative Approach to Behaviour Management which looks at the harm caused after a negative incident rather than the punishment needed.

This behaviour management strategy is underpinned by five pillars of practice:

- **Consistent, calm adult behaviour.**
- **First attention for best conduct.**
- **Relentless routines.**
- **Scripting difficult conversations.**
- **Restorative follow-up.**

2. AIMS

This policy aims to:

1. Set out clear expectations for all members of our school community.
2. Support our children in living our values of respect, honesty, responsibility, equality and resilience.
3. Encourage children to make good choices about their own behaviour.
4. Set our clear sanctions for poor behaviour choices.
5. Ensure a fair approach to behaviour management.
6. Make clear the rights and responsibilities of all stakeholders.
7. Involve parents in promoting good behaviour.
8. Ensure that there is complete consistency from staff in the implementation of the policy.

3. SCHOOL VALUES AND RULES

3.1 This behaviour policy is based on the school's five core values:

- Respect
- Honesty
- Responsibility
- Equality
- Resilience

At all times in school, children are expected to follow these the three simple rules of ready, respectful and safe.

Ready

- We arrive at school on time
- We get to lessons on time
- We wear our uniform correctly and with pride and have the right clothes for PE and playing outdoors
- We make sure we have the right equipment for all lessons
- We take part fully in lessons and show resilience

Respectful

- We always listen when someone else is talking
- We are polite and show good manners to everyone
- We respect difference and know we are all equal
- We look after equipment and share it
- We look after the school environment and never drop litter
- We are honest and take responsibility for our actions

Safe

- We follow instructions – first time, every time
- We stand up to bullying of any kind
- We line up sensibly and walk quietly around the school
- We know who to go to for support
- We stay safe online and outside school

REWARDS

- 4 The school will retain a form of extrinsic reward in the form of Class Dojo points but these will be to reward children and any collective recompense will be personal to the class. There is little impact on collecting the total number of points as this does not influence behaviour outcomes. Parents will have access to the positive points. The negative point system is not to be used.

Each class should have a 'Recognition Board'. This should be at the front of the class. Each week, the class teacher should decide upon an area of behaviour to focus on e.g. lining up, calling out etc. When the class teacher recognises the student has positively achieved this behaviour, their name gets added to the 'Recognition Board'. Staff can adapt the old 'Stay on Green' card holder for this purpose. See p 25 Paul Dix book for more details.

5. CONSEQUENCES

5.1

	Steps	Actions
1	Reminder	A reminder of the three simple rules – ready, respectful, safe. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance	Speak privately to the student and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted behaviour. See 5.2. Where this step has been necessary, the child should stay behind for two minutes after class. These two minutes are owed and this is not for negotiation.
4	Time Out	Time out may be in the corner of the room, a thinking spot or the corner of the field. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a discussion in the playground or a more formal meeting.

5.2 Children who are not following the rules will have a 30 second intervention which is scripted for all staff (step 3 of the consequences above). This is delivered in a monotone and quietly (not in front of the whole class) – emotion is to be reserved for celebration. The script is as follows:

- “I noticed that you are (having trouble getting started / singing in class / hitting Jonny with a ruler)
- It’s the rule about(being respectful / being kind / working hard / being safe) that you’ve broken
- Now, do you remember when you got on brilliantly yesterday/ this morning / last week? That’s what I want to see now.
- Thank you.

5.3 Children who continue to disrupt the class with their behaviour or take part in any of the following:

- Fighting
- Offensive language (racist, homophobic or otherwise)
- Bullying
- Behaviour which puts other staff /children at risk. Other extreme forms of behaviour

will have their name logged in the behavior section on Safeguard and will incur a sanction appropriate to the misdemeanor and the child. Teachers may send the child to another class for a set amount of time, miss their break etc. Teachers must take ownership of these sanctions before referring to SLT.

5.4 If staff are unable to complete these steps because the child will not comply with instructions, a senior member of staff will be called to assist.

5.5 Any serious incidents are recorded formally on Safeguard and a member of SLT is notified.

6. PLAYTIME AND LUNCHTIME SANCTIONS

6.1 The same protocols apply at lunchtime. Some children may also be invited to attend lunch time club in order to help them to regulate their behaviour.

7. Disruptive Behaviour

7.1 Should a child become so disruptive that the rest of the class are either in danger or unable to learn, the child themselves is at risk or the teacher is at risk and all de-escalation techniques have failed to calm the child and return them to class, the child’s parents or carers will be called to come to school to help in the de-escalation process.

7.2 If this is not successful and the child has to be taken home, this will be deemed as a day or half day exclusion depending on the time of day that the incident occurs.

8. **EXCLUSIONS**

8.1 Please see the Exclusions policy for full details of the process.

RIGHTS AND RESPONSIBILITIES

9.1

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully to others
<ul style="list-style-type: none"> To be safe 	<ul style="list-style-type: none"> To behave in a way that keeps self and others safe
<ul style="list-style-type: none"> To learn 	<ul style="list-style-type: none"> To attend school regularly To be willing to learn To allow others to learn
<ul style="list-style-type: none"> To make own choices 	<ul style="list-style-type: none"> To have ownership of own choices and accept the consequences of that decision To allow others to make choices
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others
Staff	
<ul style="list-style-type: none"> To be supported by peers and line managers 	<ul style="list-style-type: none"> To ask for support when needed To offer support to colleagues
<ul style="list-style-type: none"> To be listened to To share opinions/ explanations 	<ul style="list-style-type: none"> To listen to others To give opinions/ explanations in a constructive manner
<ul style="list-style-type: none"> To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> To model courteous behaviour To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> To be made fully aware of the school's system/ policies/ expectations 	<ul style="list-style-type: none"> To seek information and use lines of communication Follow agreed behaviour policy protocols
<ul style="list-style-type: none"> To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> To support others in developing their skills To acknowledge areas of own behaviour management skills which could be developed To try new approaches
<ul style="list-style-type: none"> To feel safe and respected 	<ul style="list-style-type: none"> To show respect towards others and provide a safe environment
Parents/Carers	
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully towards others
<ul style="list-style-type: none"> To be kept informed about their child's progress and behaviour 	<ul style="list-style-type: none"> To make sure that their child attends school regularly To talk to staff if they have any concerns about their child's learning or well-being To support staff when dealing with children's behaviour
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To support the school's approach to behaviour and attendance
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively
<ul style="list-style-type: none"> To hold an opinion (positive or negative) of the school and its rules. 	<ul style="list-style-type: none"> To only share positive opinions on social media. To share any negative opinions with the Head Teacher so that he can address them with you.

- 9.2 The Governing Body will keep the policy under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.
- 9.3 Parents and carers are ultimately responsible for the behaviour of their children both inside and outside the school.
- 9.4 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

10. **INDIVIDUAL BEHAVIOUR PLANS**

- 10.1 We use an Individual Behaviour Plan to modify and encourage positive behaviour when the Behaviour System is not working.
- 10.2 Usually, the Behaviour Plan will be developed by the Class Teacher and the SENCo with full involvement of the pupil and parents. A wide range of rewards are used and the Individual Behaviour Plans are reviewed each term.
- 10.3 It is the responsibility of the class teacher to inform relevant staff if they need to follow through sanctions or Individual Behaviour Plans with children out of class (e.g. in assembly, at lunchtime, in clubs).

11. **LEGISLATION AND STATUTORY REQUIREMENTS**

This policy is based on advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

12. **CONSULTATION, MONITORING AND EVALUATION**

- 12.1 The success of this policy is monitored and evaluated at the end of each term.
- 12.2 This policy is available for all parents to read on the school's website. It should be read in conjunction with the following policies – ***Exclusions, Anti-Bullying, Positive Handling and Complaints Procedure***. It has been approved by the Governing Body of the school and will be reviewed every three years.

Appendix: What is the Restorative Approach to Behaviour Management?

The Restorative Approach to Behaviour Management looks at the harm caused after a negative incident rather than the punishment needed.

All Restorative practices look at the positive relationships between individuals and how to repair them in light of any negative events which may occur.

Restorative Approaches give each person who has been involved in an incident an equal opportunity to have their views heard and subsequent needs met.

All members of staff use the same questions with each child and incident so the process is systematic and fair.

Through the use of Restorative Approaches, we acknowledge that each person has their own personal point of view or unique perspective and personal response to incidents which they may have been involved in.

We also understand that thoughts and feelings drive our actions and therefore must be discussed and dealt with in order to prevent the same incidents from reoccurring.

Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others.

Finally, all persons involved in negative incidents have the opportunity to put things right in a way that they deem reasonable.

The Reason we use a Restorative Approach

At James Cambell Primary School, we believe that when negative incidents occur, the best way to put them right is to learn from our mistakes and work together to find a positive solution.

By using the Restorative Approaches staff are able to fairly and consistently investigate what has happened in order to see things from everybody's point of view.

We believe that by following these questions in each incident that we deal with our children will begin to develop the skills they need to resolve broken relationships for

themselves as the process focuses on self-reflection and telling the truth rather than appointing blame.

When asking these questions staff are spending time to understand the feelings of all children and how they may have led to any negative actions. This helps children to receive the advice and support they may need to prevent further negative incidents.

We also believe that our children could be able to, with appropriate training and support, resolve negative issues by themselves. This empowers them to think resourcefully and with empathy.

The Restorative Approach Question Stems

- | |
|---|
| 1. What happened? |
| 2. What were you thinking? |
| 3. What were you feeling? |
| 4. Who's been affected by what you did and how? |
| 5. What do you need to do now? |

All staff members carry these question prompts on the back of their lanyards at all times. The children are familiar with the questions and know how to work together to put things right.

For More Information

All our staff have been trained to deliver Restorative Approaches and to use the question prompts as shown.

If you would like any further information or if you have any questions about this approach, please contact your child's teacher who will be happy to talk to you about Restorative Approaches.